CIA/RAC Praxis Vocab Terms

CIA and RAC

Language Arts:

1. Prose- Natural flow rather than rhythmic flow in a text.
2. Amphiboly- A grammatical error that confuses the audience.
3. Over Regularization- Adding ending that don’t belong. Ex. Goed, instead of went.
4. Alphabetic Principle-The idea that English words are made up of letters that approximate the sounds heard when we speak.
5. Telegraphic speech- When children speak only two words. Ex. I hungry, instead of I am hungry.
6. Syllabication-Syllables broken down. Do not confuse with morpheme division (word parts broken down).
7. Phonemic awareness- Listeners can hear and manipulate phonemes (the smallest units of sound) that can change the meaning of a word. Both phonemic awareness and understanding of letters is the best predictor in a child’s success of learning to read.
8. Metacognition will be apparent in a young child when she or he is able to recognize errors in text.
9. Orthographic phase- When the students recognize text in larger units, develops broader word recognition, and utilizes decoding skills with fluency.
10. When asking a student the plural form of a word, the student must use morphological rules instead of past experience.
11. Know MLA Format:
    1. Spence, Jim. “Art in the Eye of Beholding Bureaucrats.” Spencer Speaks 3 August 2007. <http://www.spencerspeaks.com>
12. Head Word-The word that determines the syntactic type or the stem of the semantic category.
13. Effect vs. Affect- Effect: the result. Affect: to change
14. Copy Editing- The work an editor does to improve formatting and style.
15. Three Key Elements to listening-
    1. Understanding what was said
    2. Evaluating
    3. Making a response
16. Anaphora- The repetition of a certain phrase in rhetorical speech that is most effective for creating a feeling of building excitement and importance.
17. Pre-Primer children do not commonly understand metaphors. If they do, they are exceptional.
18. Reading Immersion=Whole Language Approach
19. Past participle of “to study”=had studied
20. Slant Rhyme- rhyme in which either the vowels or consonants of stressed syllables are identical. Ex. Eyes, light. Years, yours.
21. Know how to determine a rhyme scheme
22. Stages of Orthographic Development
    1. Emergent-Pre K -1st grade
       1. Does not read left to right, no sound syllable connection.
    2. Letter Name- Alphabetic Stage- K-2nd grade
       1. No spacing between words and inconsistent sounds and spellings
    3. Within word pattern- 1st-4th grade
       1. Consonant double appears, and misses silent letters.
    4. Syllable and Affixes- 3-8th grade
       1. Deletion of middle syllables
    5. Derivational Relations- 10-12 grade
       1. Silent letters relate to derivitation. Ex. Teradactil for pterodactyl
23. Faulty Parallelism- Clauses joined by conjunctions that do not have similar grammatical structures.
24. Imperative Sentence ex. Keep your flashlight with you at all times.
25. Complex sentence- has one independent clause, and one dependent clause.
26. Expressive Skills- The ability to distinguish, especially to recognize small differences or draw fine distinctions.
27. Egocentrism- Someone who can’t cope with another person’s thinking or ideas.
28. Orthography- Standardized writing system for standard language. Ex. I’s before e’s, punctuation, capitalization.
29. Morphology- The method of classifying language by how the morphemes are used.
30. Morpheme- Smallest semantically meaningful unit in a language. Ex. Unbreakable un/break/able
31. Onset- the two letter blend that starts a word. Ex. Sk, tr, pl but not ks, tl
32. Rime- Syllable rime, not a poetic rhyme
33. Semantics- Words relations to their meanings
34. Syntax- A system of arrangement
35. Graphophonics- analyzing letters and units that produce a sound. Letter sounds relationships in a word that hint towards a meaning.
36. Contextual anomaly- Not a part of the normal context of a specific piece/topic/text.
37. Reciprocal Teaching- Dialogue in which the student and teacher takes turns leading a verbal discussion on segments of text.
38. Ex. Of the use of dialect- “They be my friends.” In certain dialects, the syntactic structure is changed.
39. Assimilation- Incorporation of new and old ideas.
40. Specific positive feedback- Not necessarily nice, just very specific to the error and ask student what can be done to improve.

CIA Praxis

Mathematics

1. Buggy Algorithms- Detecting bugs in work. Ex. Knowing how to borrow, but not knowing when to borrow.
2. Quantitative change- A change from one thing to another
3. Qualitative change- A change in the amount
4. Nets- A two dimensional figure that can be folded to create a three dimensional figure.
5. Know how to figure percentages. Part/Whole=decimal, then convert to percent

Science

1. Hydrology-The study of water.
2. Empirical Bases- All results came from consequences that were observed by the senses (sight, touch, smell, and hearing).
3. Operant conditioning- rewards shape behavior by only rewarding positive. Negative behaviors are ignored.

Music

1. Syncopation- an off beat section of a flow or rhyme. Accents or stresses are where they would not normally occur.

Physical Education

1. Locomotor- Very large motor skills, such as the ability to move from one room to another.